

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number EY273831
Inspection date 13/06/2011
Inspector Lisa-Marie Jones

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Teddies Nursery was registered in 2003. It was acquired by Bright Horizons Family Solutions in 2009 and is part of a large organisation that owns in excess of 140 nurseries throughout Europe. The nursery operates from a converted Church building in West Dulwich, which is within the London borough of Lambeth. The children have access to a secure outdoor area. Four play areas for children under two years are situated on the ground floor and three rooms on the first floor accommodate the children aged from two to four years. Each floor has toilet facilities and a sleep room. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 132 children from three months to four years on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens Monday to Friday, all year round, closing over the Christmas period. The nursery is open 8am to 6pm daily. Out of hours care from 7.30am to 7pm, can be offered with prior arrangement. The nursery employs 27 staff, of whom, 26 staff hold early years qualifications and one who is on training programmes. In addition one staff member has a BA (Hons) in childhood studies and one is working towards her Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about the world around them. The nursery environment is welcoming and conducive to children's play and learning both indoors and out and facilities are mostly utilised very effectively. The partnerships with parents and local settings are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the management team and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve staffing arrangements to allow children to take full advantage of the learning opportunities in the garden area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because appropriate procedures are in place should child protection concerns arise. Staff are trained in child protection and are able to demonstrate their knowledge of their responsibilities to safeguard the children in their care. Risk assessment is effective in ensuring children's safety in the setting and when on occasional outings. Activities and resources promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards differences.

Provision in the Early Years Foundation Stage is effectively led because the management team has developed the overall awareness and understanding of the learning and development requirements for staff within the setting. Staff have good opportunities to refresh their basic knowledge as well as being able to make good progress in their professional status. The new planning and assessment systems that are in place increase children's capacity for acquiring knowledge and skills, as planning affords an in-depth look at children's interests and next stages of development. Parents and carers are made very welcome and relationships are positive, promoting children's welfare successfully. Parents have a clear input into their children's learning and development and contribute to observations and evaluations of children's next steps. They have an abundance of opportunities to take part in activities within the setting including fudge days for celebrating Father's Day. They have access to information via various media, such as notices, newsletters and an email information system. There is a newly set up parents' committee to support both parents and the nursery. Parents settling in children are very happy with the level of communication and procedures that take place to ensure a smooth transition into the nursery. Staff are skilled in alleviating parents concerns and in ensuring that children feel secure and happy while they are in transition. Staff are also fully aware of the importance of working in partnership with other settings and professionals involved in children's care. They have developed strong links with the local children's centre and have past experience of working with other daycare providers to ensure consistency of care for children and to support achievement in their learning and development.

Since the last inspection, the quality and standards of the early years provision has developed well, so that outcomes for children are good. Self-evaluation indicates that the setting is well aware of the weaknesses and strengths of the setting and they have implemented various strategies to promote better outcomes for children. Staff state that there have been considerable improvements since the previous inspection, ranging from staff changes, to the acquiring of resources, changes to the set up the inside of the nursery, and the substantial renovation of the outdoor learning environment, which is a major asset to the setting. All previous recommendations have been addressed fully. The management has a commitment to continuous improvement and are always looking at ways to strive for improvement to push standards to a higher level.

The quality and standards of the early years provision and outcomes for children

Children are very happy and enjoy a variety of activities that promote independent learning throughout the nursery. The programme of activities is well balanced, effectively meeting the needs and wishes of children. Good arrangements are in place to observe and assess each child's achievements, interests and learning styles, so that individual learning needs are addressed. Activity planning takes account of the six areas of learning, so children's enjoyment and potential to achieve is good in all areas of their learning. Children also have the opportunity to plan for their own activities and set them up in the preschool area after lunchtime.

Children are busy and focus well in chosen activities, they settle quickly to play and enjoy the company of others, in a relaxed atmosphere. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations. Communication and language is developing well, children are articulate, ask questions and are inquisitive. They can manipulate tools such as scissors and have a developing interest in numeracy and problem solving through every day activities. Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. Children flourish and thoroughly enjoy the outside space available to them. The garden is a most wonderful space for children to use; it is a natural environment that can be adapted and allows children to feel safe and explore in this exciting place. There are tree trucks used as stepping stones, seats made under trees for children to contemplate, be quiet and read books, as well as caved areas to share time with other children. The sand area allows children to climb in and use bigger tools and take their shoes off to feel the sand between their toes. Fixed equipment still allows challenge for the children without taking over the whole space of the garden. Children enjoy using the water pump and water the plants and wash equipment while they are playing. There are lots of small winding paths and natural tunnels to crawl through and small raised bridges to walk over or to challenge themselves using wheeled vehicles. All area of the curriculum are incorporated here and children adorn dressing up clothes and buzz around as bees and flutter around as ladybirds and enjoy scarring adults dressed up as spiders. There is still space to kick a football around and children enjoy whizzing down the sloped path on wheeled vehicles and laugh and squeal when they reach the bottom. However their enjoyment can be short-lived, due to staff deployment even though staff are in their ratios and there are strategies in place to ensure children are safe at all time.

Children feel safe in the setting, because adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. There are good opportunities for children who have additional languages to make progress and feel settled as they have the use of translation pens that can also be used with books and there are sound boxes that have pre-recorded words in them that can be activated independently by children. Adults create an atmosphere and environment, which enables them to play happily, and co-operatively with each other, feel included and supported in all the activities. This is enabling children to

enjoy their time in the setting, achieve well and develop skills for future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met